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ABSTRACT

As part of Project Adventure, a specific unit within a 12-week Colonial History course taught at a Massachusetts high school was designed to: involve students with each other, their community, and local history; add a significant social and experiential dimension to the course; use a unique system of student evaluation and grading; and be reasonably handled by a busy teacher. Teaching the unit involved (1) contacting community resources; (2) writing detailed group assignments; (3) carefully selecting small student groups from divergent social groups; (4) managing the program in class one day per week; and (5) conducting a final all-day field trip. Student evaluation was based primarily on written and oral group reports and on individual quiz performance. Student response to a questionnaire and written opinions of their own efforts and those of others in their group were also considered. Teacher evaluation of the program and elements essential for its success are noted. The appendix contains one-page student assignments focusing on the historical aspects of local cemeteries, churches, and houses; early migration from Massachusetts; Indians of the area; and the seagoing history of Salem, Massachusetts. A cover sheet notes the availability of Project Adventure materials. (SB)

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PROJECT ADVENTURE

Colonial Life

A Unit in Which the Students Meet History, Each Other, and the Community

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Prepared by:
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A Title III Project
Hamilton-Wenham Regional
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RC011556

PROJECT PROJECT ADVENTURE

descriptors

Physical Education
Interdisciplinary Approach
Self Concept

target audience

Originally approved by the JDRP for students of all abilities on the high school level, the program has been successfully adapted to middle schools and upper elementary school grades. Parts of the program have also been applied in therapeutic and camp settings.

description

An interdisciplinary program involving experience-based learning in academics, along with group problem-solving and an alternative physical education program in the out-of-doors.

Project Adventure is designed to add an experience component to standard high school and middle school courses. For many students, learning is essentially a passive process offering them little opportunity to take responsible action or to test out abstract ideas in the real world. Project Adventure represents a combination of Outward Bound techniques and philosophy plus a humanistic group-process approach to learning and teaching. Small groups of students learn by actually working on specific reality-based tasks or problems in the community and the natural environment. The teacher's role is that of stating the problems and limits, giving students the responsibility for finding solutions. This approach has produced measurable improvements in self-concept, physical agility, and competence. It encompasses and supports a wide variety of teaching and learning styles.

The project is made up of two separate components, which may be used singly or together. These are: (1) a physical education program involving initiative games, outdoor activities, and a Ropes Course apparatus that can be constructed by teachers and students; and (2) an academic curriculum component designed to give hands-on experiences and a practical application of the "basics." The program's aim is to educate the whole student through sound academics, physical activity, and learning activities that enhance self-concept.

The project's strengths are its flexibility, the variety and quality of its curriculum models, and its ability to inspire and rekindle the enthusiasm of both teachers and students.

Training: The project offers teacher-training programs in both academics and physical education. These are intended to give teachers skills in program management, teaching strategies, and techniques necessary for implementation. Ideally, a core group of enthusiastic teachers from a single school attend a five-day workshop. Follow-up sessions and assistance with construction may also be part of the adoption process.

assurances/claims

Evaluation data (1971-72) shows that participation in Project Adventure significantly improved students' self-concepts and levels of achievement motivation as measured by the Tennessee Self-Concept Scale, the Ratter Scale of Internal vs. External Control, and a School Climate Survey. There has been measurable improvement of physical functioning on five of six measures. Students and parents see growing self-confidence and more active participation in school programs as outcomes.

implementation requirements

Attendance at the five-day workshop is essential. Ideally, one or more interested and enthusiastic teachers are trained in either the physical education or curriculum workshop, or both. (Both programs can be taught by teachers who are willing to try.) A second requirement is a supportive (or at least neutral) administration willing to incorporate new teaching styles and programs that may involve some flexibility in scheduling. No special facilities are required, although Ropes Course construction for the Physical Education program usually calls for some open space around playing fields or in a wooded area. No special staffing is required.

financial requirements

Typical costs for most adoptions include a five-day residential teacher-training program (approximately $175 per teacher for room, board, and materials; travel costs not included). For the Physical Education component, schools should allow a minimum of $1,800 for Ropes Course materials (actual costs vary). For the academic component, costs may include transportation, substitutes, camping equipment, etc., depending on the curriculum developed.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. On-site visitation is welcome by appointment. A slide/tape can also be rented from the project at a nominal fee. Written curricular and evaluation materials are available at modest cost. Five-day residential training workshops are conducted at the project site. Workshops can be held at local sites out-of-state (project staff costs must be paid). Project staff is also available for awareness presentations and conferences (usually, travel and expenses are shared). The project offers implementation follow-up services on a limited basis (ordinarily, expenses are shared).

contact

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Project Adventure

COLONIAL LIFE - A Unit in Which the Students Meet History, Each Other, and the Community

INTRODUCTION

The specific unit in a twelve week Colonial History course which is described in this article grew out of a strong belief that the experience of being a student in our secondary schools needs to be one which regularly includes opportunities for students to inter-act with their peers and with others in a task-oriented structure which is supportive of both intellectual and social-emotional growth.

While the program described in this article concerns itself specifically with a part of a Colonial History course, the general approach is one which we think may be applicable to any teacher who is looking for a practical way to add a significant social and experiential dimension to a course.

OBJECTIVES

The unit in colonial life which was a part of the Colonial History course had the following objectives: *

Historical Objectives

a. Students will gain a basic understanding of the nature of colonial life using the several town areas immediately adjacent to the school.

b. Students will come to understand more fully that man has viewed the world from a much different perspective than the twentieth century one to which suburbanized Americans have become accustomed.

Process Objectives

a. Students will come to know the five other students in their group more fully than previously and begin to reconsider previous stereotyping.

b. Students will come to recognize and deal with the variety of human strengths and weaknesses that are within their group.

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* Readers hooked on behavioral objectives should understand that we regognize that each of these objectives is a rather high level abstraction. We recognize, however, that each of these objectives needed to be defined behaviorally. Thus, the assigned work was phrased in such language as "go to", "draw", "write", etc.

c. Students will organize themselves, arrange to get to places outside of the school, write group papers, etc.

d. Students will learn some things about making appointments and dealing successfully with adults in institutions apart from the school.

e. Students will learn to more accurately access their contributions and the contributions of others to a group assignment.

Pragmatic Goals

a. The unit would be one which could be set up and handled by a classroom teacher who was teaching four other classes and handling the various other tasks that are necessarily a part of being a teacher.

b. The unit would one which involved almost no disruption of other classes or regularly scheduled activities except for the full day field trip which comes at the end of the program.

THE PROGRAM

The unit can best be seen as being made up of a number of parts - though several are going on simultaneously. This description will consider each part separately in the following order:

Community Resources
The Assignment
The Groups
Week-to-Week activities
The Reports
The Trip
Evaluation

Community Resources

It seems fair to say that almost every community has some people and some organizations which are vitally concerned that the community's past not be allowed to die. These are the people and organizations in our community with whom we had to make contact, for both the faculty and students were uninformed about the area in which they lived and worked and through which they drove every day. It took only a few phone calls to some long-time residents for us to get the name of the head of the Historical Society, the president of the Historical Commission, and the name of a local archaeologist who regularly dug in the area. These people, as well as various local museums, historic houses, and roadside historical markers, served as the base for the unit.

In almost every case, the people we contacted were friendly, willing to give time, and were most helpful. There was, however, an almost universal concern that the students and the staff were not really interested and would do a rather sloppy, disrespectful, incomplete job. This concern seemed to be based

on past experiences during which the local historical society had volunteered information and assistance to the social studies department only to find that no one seemed very interested. Thus, we felt a deepending obligation for our unit to be thoughtfully designed and effectively carried out. The time involved in making these contacts and getting enough useful information around which to base the unit was not extensive - several appointments after school, a couple during school, and eight to ten phone calls. Once the first contact was made, things seemed to move quickly as local historians seem to know each other.

The Assignment

The assignments which were eventually decided upon were in the following areas: *

- an investigation of the first wagon train to the Northwest Territories
- an investigation of the early history of several area churches
- a survey of a number of local houses for the Massachusetts Historical Commission
- an investigation of the local Indians, their way of life, and their relationships with the early colonists
- an investigation of seagoing Salem, Massachusetts - the lifestyles of the early captains and the early sailors
- an investigation of two colonial cemeteries, focusing on the beliefs and the lives of the persons buried there

Perhaps it will be worthwhile to look in some depth at one of the assignments so that the reader can see the kinds of activities and questions that were involved.

One of the questions which we consciously dealt with involved the issue of how much structure should be impesed on the students. Much of our early thinking went something like this: "Let's just tell the groups that the community has a history and that each group must investigate the possibilities, define their own interests, and commit themselves to the accomplishment of a specific set of activities."

However, we quickly recognized that such a process would take much more time than we had, that we weren't prepared to put aside all the other objectives of the Colonial History course, and that the students were very unprepared for an approach that was so very much in contrast to all their previous school experiences.

The approach that we finally agreed upon and implemented included the following elements:

1. a strong statement by the teacher that the activities involved in this unit were of particular importance and a fundamental component of the course

* See materials at end of write-up for copies of each assignment area.

2. a statement which said that the assignments were due without exception on a particular date four weeks hence

3. the division of each class into five groups of five or six students each

4. the writing of six different assignments - that is the writing of one more assignment than there were groups

5. the arbitrary assigning of an assignment to each group

6. a statement which said that any group that wanted to could trade its assignment in for the one which the teacher still had, or they could write up their own assignment which would be due in four days and must meet with the teacher's approval

7. The students were told that in addition to the written work that each group would be responsible for preparing an oral report which would be given to the other groups at the end of the unit on an all day field trip to the various sites being investigated.

Our intention was to provide students with some choice, thereby not forcing them to do any one thing. The choice was a two-level choice. Either the group could opt for use of the previously written assignments - the one given them or the one on the teacher's desk - or they could go through the work of writing up their own assignment. We saw several advantages to this approach:

1. At the very beginning, the group had to work out a fairly complicated decision which could involve bargaining among themselves and with other groups.

2. The group would be unable to say that they were forced to do any particular assignment. We hoped that they would have a sense of having chosen their particular assignment. Thus, we intended that the structure would lead each group to assume a measure of responsibility for their choices. (It is true that they weren't given the option of whether to do a Colonial Life assignment or not.)

The Groups

Social studies classes in the Hamilton-Wenham Regional High School are heterogeneously grouped and often contain students from grades 10, 11, and 12. In the Colonial History classes most students were 11th graders with a smattering of 10th and 12th graders.

We have come to learn that in most classes in the school, few students know even the names of everyone in their class let alone much else about them. For the most part, students tend to simply invest very little in each other's presence except perhaps for the small group with which they identify. This situation is one which allows stereotyping to grow and prosper. There is little in the structure of the situation which promotes the development of an atmosphere in which students relate humanly, individually, and respectfully with persons who differ or seem to differ from them.

It was our hope that the program we designed could serve to increase student interaction and to negate some of the rigid, almost defensive, stereotyping that seemed to exist. Thus, we rather carefully divided the class into groups of five or six students. The groups were selected to include members from divergent groups within the school. The intent was not to bring real antagonists together; our expectations were more realistic than that. Our intent was to allow each person to inter-relate in some new ways with some new persons.

It was in implementing these groups that we ran into our most unexpected reaction. After the teacher announced the groups to the class, the responses went something like this: "We want to work with our friends and we don't want to work with others."

The teacher responded to the students by saying that this was an American history class and that one of the operating values in American society was that people of various types could manage to work together and accomplish things. She went on to point out that no one said that you had to like everyone but that didn't mean that you couldn't work with different sorts of people - that out in the world after school people did have to work with people who weren't their friends - to which the class responded adamantly: "Look, that all may be true in the world outside of school, but we're in school and we want to work only with our friends."

Clearly this was a much stronger reaction than we had anticipated. We decided to respond to it strongly and positively and to avoid further verbal confrontation. We decided that our next move would be to put the students in some short, physically-oriented, problem-solving situations in a context far removed from history and from the conventional classroom scene.

As the Project staff had much experience as instructors within Outward Bound, we reached back to the kind of problems we had worked with there which were called "initiative tests". Initiative tests are group problems which demand that the groups work together intellectually and physically in order to solve them. The problems typically don't have readily apparent soluations. Many of the best of the problems call for physical contact (helping, holding, lifting, catching). In addition, the participants tend to enjoy the initiative tests. Finally, they give the group a common, enjoyable, comparatively intense base of experience from which they can discuss decision-making, leadership, male-female roles, student-faculty roles, responsibility to each other, etc. - all in a context which isn't really too serious because no one ought to take the whole thing too seriously.

Typically, the process gives a group which will be working together on some tougher, more complex problems a sense of their own competence, of their own approach to each other, and an enhanced sense of their own identity.

An example of one of the initiative tests which we have used was Reach For The Sky. *

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* Readers interested in initiative tests should request a copy of "Initiative Tests and Other Activities" from Project Adventure, 775 Bay Road, Hamilton, Ma 01936

Equipment:	a piece of chalk a wall approximately 20 - 30' high
The Group:	six to fifteen people
Directions:	The group is to make a mark on a wall as high as they can reach. They may climb up on each other. They have 8 or 10 minutes to make as many efforts as they want.

The collection of five initiative tests worked well. The students enjoyed their class period outside doing the problems. More importantly, they never again said or acted in a way which stated that they wouldn't work together in the groups as they had been assigned.

Week to Week Activities

The students were told that one day a week in class would be devoted to working on organizing the Colonial Life assignment; otherwise, the class would proceed as usual with a slight decline in the amount of homework expected.

The Colonial Life class time was set up so that the students could divide up into their various groups and discuss their activities. The teacher circulated among the groups asking each group to tell her what it had done and what they planned to do during the next week. The teacher also served as a resource person who identified potential problems and responded to specific questions. Finally, the teacher acted as a sounding board for ideas and as a responsive and interested person.

The teacher did not assume responsibility for making contacts, arranging transportation, etc. These were the responsibilities of each of the groups.

The Reports

Each group had a series of written, photographic, tape-recorded, artistic, etc. reports that were due on the same date. Without exception, each report came in on time. Certainly the students' awareness of the absoluteness of the deadline and the importance of the reports played a significant role in the success of the reports.

However, the fact that each group was responsible as a group for the quality and the promptness of the reports also played a role. Clearly, the groups applied some real pressure on some members of the groups to get their share of the work completed. This kind of group interaction differs remarkably from teacher/institutional pressure. In addition, it led various members of the group to take into account what they could reasonably expect from each other. This was not necessarily an easy task given the heterogeneous nature of the class. The groups which worked best were those which were conclusive and which applied positive, encouraging pressures on their less confident, less willing members.

The process of gaining the information was an important one and as can be expected, a lot happened - some expected, much of it not expected. Students

found that it was surprisingly hard for a whole group to get free during school and immediately after school and so some groups used a Saturday morning. One group made all the plans to visit a museum in Salem, got there, and found that it was closed. Students were on a trip (on a rainy day) to a cemetery and lost their car keys. Other students were contacted by people who were hurt because the Historical Commission didn't see their houses as historically important. Everyone developed an appreciation for all the paper work that is involved in getting legitimately sprung from school grounds. Students found that there was much that they could laugh about in these adventures. They enjoyed engaging in the process of trying to top each other's stories.

Needless to say, a number of the groups were extremely pleased with their efforts. They were particularly pleased with their ability to discuss things with the teacher about which the teacher knew a great deal less than the students. Finally, the reports and the photographs/illustrations made some excellent display material for an in-class exhibit.

The Trip

The final activity of the unit was an all-day field trip which allowed all the students in a class to learn something about what the other students had been doing. The trip was arranged so that the bus traveled in a circuit which took the class to at least one geographical area - a cemetery, a house, a museum, a building, a field - which had served as a focal point for a group's activity. At each area the students were given a report by the members of the group whose work had been based around the specific area.

Students were asked to take notes, ask questions, etc. and they were told that on the following day there would be a short factual quiz on the materials covered in the reports.

We found that the trip was useful in several ways:

1. It provided a final unifying dimension to the unit, both academically and socially. Even the picnic lunch in a park along the way was a positive, enjoyable moment.

2. It provided the students with the necessity to put their collective learning into an oral report for themselves and their peers. This was not an easy task, for talking before a group doesn't come easily to many persons, particularly high school students.

3. It provided an opportunity for each of the participants to visit areas - some of them passed daily - and to learn about them in quite a different context.

Evaluation

The unit was evaluated at several levels in several ways.

The reports (written and oral) served as the most important measures. They were generally of good quality. Several were of exceptionally high quality; only one

was of conspicuously poor quality. The Historical Society was pleased with the surveys of historical houses. The reports and the quizzes after the final trip indicated that the students had indeed learned something of significance about the life of the colonists and their view of the world.*

Students, in their responses on a final questionnaire which we administered, make the following observations:

1. Generally they responded favorably to the unit as a history unit.

2. Many stated that they were glad to have had the opportunity to work in groups with students they hadn't really known before.

3. Many recognized that they could have done a better job if they had gotten started early, been a bit more organized, and had a leader.

4. A significant minority felt that the unit was too time consuming and made unwarranted demands upon their non-history class time.

5. Several felt upset because a member of their group didn't do his fair share of the work.

We asked each member of each group to list the work his group did, to name every member of the group and to indicate the percentage of the work which each member did. We then had the members of the group share their answers with each other. In only one case were the results of a student's perception of his contribution way out of line with the other members of his group's perception of his contribution. Both staff and students felt that this exercise provided an important and needed objectivity to the process which they had just been through.

The teacher felt that the unit was successful at several additional levels. First, the unit provided her with a chance to learn from her students - about cemetery symbols, about colonial house design, about witchcraft, etc. This was a new role for her to play and one which allowed her to see that her role as teacher could best be thought of as a maximizer of learning and not as a conveyor of what she happened to know.

In addition, the teacher felt that the entire unit allowed her to come into significant contact with a number of students in ways which simply were unlikely in the conventional classroom situation. These contacts were important personally and also contributed positively to the creation of a positive learning climate within the classroom.

Finally, the teacher felt that the unit had taken place within the necessary limits of reasonableness of time, expense, and energy.

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* A copy of the evaluation sheet used is attached.

Some Final Thoughts

A teacher needs to be aware of certain dynamics that must be present if any program such as the Colonial Life unit is going to be successful. The presence or the lack of presence of any one of these can seriously impair the unit.

These dynamics include:

A High Level of Expectation - The teacher must convey to the students his perception of the importance of the unit and the need for it to be done well, fully, and on time.

A Clearly Informed Chain of Command - Department chairmen, principal, front office, and parents need to know that students will be asking to leave school grounds, may have a need to use the phone, will be getting in contact with members of the community, etc.

A Clear Sense of Limits - Limits of two kinds are involved in this sort of unit. First of all, the teacher needs to set a personal limit concerning his own role in each report. He can facilitate, ask questions, suggest ideas, and respond helpfully, but it is important that the success or failure of the report be the students' burden, not the teacher's.

Secondly, the teacher needs to set limits in terms of such things as expected procedures and behavior out of school. Our experience indicates that difficulties arise most often when the limitations put on a group are not clearly stated and understood well before a particular occasion.

A Sense of Fun - While there are a number of important and fundamentally serious aspects to a unit such as this one, it is important that the humorous situations which inevitably arise be enjoyed and taken in stride. Laughter and tales of "Guess what happened to us on the way to . . ." are a vital part of the experience and are a sure sign there is developing a healthy climate for learning and growth.

Churches

Religion played an important role in the life of American colonists. This group is going to study the church history of Hamilton, Massachusetts.

The group shall:

1a. Visit and photograph (see Mr. McLoon for a camera) all the finest churches in Hamilton.

b. Were there any other congregations organized in this area which worshipped as a group, but whose place of worship isn't currently standing?

c. Why were some groups moresuccessful (in that they still exist) than others?

d. Discuss the life within the colonial church. How was the church supported? What relationship did the church have to town government? How did the church members feel about non-church members?

2. Speak to the ministers of these churches and see if they can tell you about the early history of the churches.

3. Investigate church records and see what they can tell you about the early history of the church.

4. Prepare an extensive report covering:

a. a description of some of the important eventsof these churchs' colonial histories.

b. a description of the church's early leadership (i.e. ministers, important families among the leadership).

c. Discuss in a group paper of several pages the powerful role of the ministers during the colonial period. Compare that role to that of minister in today's society. How do you explain the differen[illegible] (You may find the local clergyhelpful here.)

The Cemetery - Some Questions to Ask

Two Epitaphs:

"Here lie I, Martin Eldinbrodde,
Ha' mercy on my soul, Lord God,
As I would do, were I Lord God,
And Thou were Martin Eldinbrodde."

"Lie heavy on him, earth! for he
Laid many a heavy load on thee."

Purpose:

The purpose of the following directions and questions is to give your group a structure which will enable it to find out as much as it can about the colonial way of life from an analysis of the evidence which that society left behind within its graveyards.

Your group, as it enters into the problem, may want to do some restructuring of its task. Clearly, the intent is to allow your group this freedom. However, please check out all significant changes with the teacher.

Initial Steps:

1. Locate two cemeteries (one in Hamilton or Wenham and one outside of the two towns) which have a significant number of gravestones from the colonial period.

2. Obtain permission to study these cemeteries. Be sure that you indicate that you will be respectful of the cemetery.

Some Activities/Questions:

1. a. Pick a significant section of the graveyard and map it. Indicate names, dates, ages, style of stone, inscriptions.
   b. Have each member of your group draw an 8 1/2 x 11 sketch of a gravestone of his choice.
   c. Have someone in your group take a roll of black and white film of the cemeteries and arrange a photographic display.

2. What can you learn about colonial life from the people's names? from their ages? Explain.

3. a. Trace a genealogy of a family which seems to occupy a prominent place in the graveyard.
   b. Have each member of your group list his direct genealogy (i.e. parents, grandparents, etc.) back four generations. Of the people on that list who have died, locate their places of burial.
   c. Are there any tentative conclusions which can be drawn from 3a and 3b?

4. Did everybody who was buried in the colonial period get a gravesite? Who didn't and why?

5. List ten epitaphs found in the cemeteries. Which one do you like best? Why? Do the epitaphs tell you anything about colonial life?

6. What religious beliefs of the colonists are reflected in their cemeteries? How strongly do you feel these beliefs were held? Do you think most people today have religious beliefs that are as strongly held? Explain your answer.

7. Where did the stone for the gravestones come from? How were they shaped and inscribed?

8. Discuss in a three page group paper some of the significant differences between the colonists' lives and your lives as these differences are revealed in your study of the cemeteries.

House Survey

The Massachusetts Historical Commission is trying to compile an inventory of historical houses in Massachusetts. Mrs. Anne Ryder is in charge of surveying houses in the Hamilton area. Materials gathered on this project will be of important use to the Massachusetts Historical Society.

1. Contact Mrs. Anne Ryder (468-4603) and explain that your group will help her do surveys.

2. Meet with Mrs. Ryder so that she can explain the form, terminology and procedures necessary to survey houses.

3. The group shall survey a total of ten houses in this area. Mrs. Ryder knows the houses which need to be done. Try to ask the owners if they know any interesting anecdotes about the house or its original owners.

4. The group shall then meet and write a report including:

   a. the techniques of doing house surveys
   b. interesting stories about the houses and their original owners which the owners may have shared with you
   c. the value, if any, of the experience

5. Are the houses which have survived typical of the houses that were present in this area at that time? What can you find out about homes that were in Hamilton during the colonial period and haven't survived?

Salem

Many of the New England colonists turned to the sea for their livelihood. Some became prosperous merchants. Salem, Massachusetts is unique in that it still retains much of the flavor and physical appearance of these early shipping days.

The group shall:

1. a. Visit the Derby House on Derby St. in Salem. This house was built for Elias Hasket Derby and shows how a family that prospered in the West Indies and Mediterranean trade of the 17th and 18th centuries lived in late colonial times. The house was built in 1761-1762.

   b. Now that you know something of a successful merchant's life, can you find anything about the life of a common seaman and his family?

2. a. Visit the Pingree House built in 1804. The house is located on Essex St. in Salem. After the Revolution, Salem trade shifted from the West Indies and Mediterranean to the Orient. Many magnificent houses, including the Pingree House, were built by successful merchants and shipmasters at this time.

   b. How was the Pingree House built? What tools were used? What skills were needed? How much did it cost? Develop some illustrations showing how a house was built in the colonial era.

   c. From your investigation of Salem during this period, comment in a page or so on how democratic a community Salem was then.

3. Visit the Peabody Museum.

4. You should take a notebook when visiting the above sites in order to record your impressions.

5. After these visits, the group shall meet in order to write a report in which they recreate the shipping life in Salem during these early years.

Migration From the Area

A sign located on Bay Road in front of the Congregational Church reads:

December 3, 1787
The first covered wagon to
leave Mass. for the West
set forth from this spot
arriving the next spring in the
Northwest Territory and founding
Marietta, Ohio

This group is going to investigate this event.

The group shall:

1. List probable places to go for information.

2. Gather information from these places.

3. Write a report answering the following questions:

   a. Who were those people who left? - names, occupations, social standing, religion

   b. Why did they leave?

   c. What can you find out about their trip? - route, possible problems, etc.

   d. Did the trip and the experience in Marietta live up to the emigrants' expectations? Can you find if anyone returned from the area? Explain.

   e. Some people characterize people who leave an area as "cowards" because they're running from their problems. Others view them as immature dreamers. Others view them as admirable adventurers.

      (1) How do you view the migrants from what you've learned about them?

      (2) How would you be viewed if you went upon the modern day equivalent of their journey?

4. From any descriptions you may find, sketch the wagon used for this trip.

5. On a map of New England and Ohio, trace their route. Give the time it took to reach various points.

Indians in the Hamilton-Wenham Area During the Colonial Period

There are many stories about the relationship between the Indians and the white settlers. Some are probably truer than others. This group is to investigate the relationship between the Indians and the white men in Hamilton and Wenham during the Colonial period.

The group shall:

1. List possible places to go in order to obtain information on this subject.

2. Assign members to gather information from the places listed.

3. Gather as a group to share their information and prepare a report including the following:

   a. the areas in Hamilton and Wenham which the Indians used for

      - habitation
      - religious purposes
      - hunting, planting
      - other purposes

      The group should borrow a department camera from Mr. McLoon in order to photograph these areas.

   b. What impact did the settlers have upon the Indian's way of life? Comment on such things as

      - land use
      - religious beliefs
      - conflicts with other Indians
      - economic life
      - violence

   c. How did the white men view the Indians? Describe ways in which the presence of the Indians affected the colonists' way of life.

   d. After sharing information, the group should decide how to complete the following sentence:

      The relationship between the Indians and the white settlers in the Hamilton-Wenham area during the colonial period can be described as . . . . . .

   e. The group shall then list information to prove their statements.

   f. At the end of your report, make sure to include a bibliography in proper form.

Colonial Life Objective

Evaluation

Please answer the following questions as accurately and completely as you can:

1. Who were the members of your group?

2. What was your group's topic?

3. List all of the work that your group did. (Work includes phone calls, arranging transportation, visiting museums, writing, drawing, etc.)